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ABSTRACT

This critique brings together psychometric theory, reading theory, and social critique to analyze reading assessment and to consider the assumptions that underlie reading assessment as practiced. The chapters are: (1) "What Counts as Evidence of Reading?"; (2) "Evidence, Validity, and Assessment"; (3) "Multiple-Choice Standardized Reading Tests in the Early 1990s"; (4) "Individualized Assessment"; (5) "A Selective Social History of the Uses of Reading Tests" (Patrick Shannon); (6) "The Consequences of the Use of Standardized Tests" (Peter Johnston); (7) "'Evaluation Is All Day, Noticing What Is Happening': Multifaceted Evaluations of Readers" (Jane Hansen); (8) "Toward Reform: Lessons from Miscue Analysis" ; (9) "Reforms in Assessment: Perils and Possibilities"; and (10) "Toward a Revisioning of Reading Assessment: What Matters?" An appendix analyzes attributes of subject and author indexes, and some individualized and group tests. (Contains numerous references) (SLD)

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